

INCORPORATE **content-area texts** INTO WHOLE-CLASS **reading lessons** IN **5 Steps**

1. Teach skills/strategies with simple text first.

Assume visualization was previously introduced using literature. For several days, students practiced “seeing” characters acting in various settings. They visualized problems unfold and resolve. For many students, this isn’t all that difficult because they are very familiar with characters and plots. However, readers must also be able to visualize topics that they have no personal experience or background knowledge on.

2. Identify relevant content-area texts.

Identify a nonfiction text that lends itself to visualization. This means the sentences include precise nouns, action verbs, and descriptive details (i.e., adjectives, adverbs, etc.). These characteristics are often a part of science texts. With all the dense vocabulary in science texts, authors typically define and describe everything vividly. Consequently, a passage within a current science unit would likely be perfect for a whole-class reading mini-lesson.

3. Make instructional connections.

Simply knowing that the content-area text lends itself to a particular reading strategy isn’t enough. Like any other whole-class lesson, you have to provide explicit instruction.

Identify the skill/strategy focus at the beginning of the lesson.	<i>We are going to continue learning how to visualize while we read.</i>
Remind students what they already know.	<i>We’ve been practicing our visualization skills while reading stories. We’ve been seeing characters and how they act. We’ve closed our eyes and imagined the settings in stories. We’ve even drawn some parts of the plot to show what we are visualizing in our minds.</i>
Connect what they know about this skill from reading literature to informational text.	<i>We will continue to visualize when reading stories, but I also want you to work on visualizing when you read nonfiction texts.</i>
Reveal the science text that will be used in the mini-lesson.	<i>We are learning about our solar system in science, and the next section we are going to read describes what the different planets look like. I want to teach you how scientists visualize when they read, too.</i>

4. Model the reading skill/strategy using the content-area text.

Read a couple of sentences aloud slowly. Explain that visualization isn’t as easy with nonfiction as it is with fiction. Teach students how to pay attention to the details that will help them.

REREAD THE FIRST COUPLE of sentences and underline any nouns, action verbs, or descriptive phrases.

THINK ALOUD and draw the nouns you underlined. Express the thoughts of your *Thinking Voice* and add any details to the sketch that represent the action verbs or descriptive adjectives. Continually restate/summarize what was read while drawing.

CONCLUDE YOUR MODEL by pointing to the key words in the sentence(s) that helped you visualize. Repeat this process with the next couple of sentences—read, reread, underline, and draw.

5. Provide an opportunity for students to try it.

Eventually have students participate using individual white boards (or laminated card stock). Read and reread the next chunk. Together, identify nouns, verbs, and adjectives. Underline them. Then ask students to sketch out each noun, verb, and adjective to help them visualize the information.